Indiana Department of Education
SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of "0." Indicators that received a "1" or "2" will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov *no later than midnight on Friday, September 21*.

Publisher Name/Book Title/Grade Level: Houghton Mifflin Harcourt/Literacy by Design/ Grade 5

Section	Indicator Number	Publisher Comments	Evidence
Example: Professional Development	*Example: #4*	*Example: Info not originally provided to reviewers*	*Example: Customized options provided as noted in PD brochure attached.*
Fluency	#23 Do students have opportunities to time themselves and graph results after rereading the same text?	Several tools are provided for students to self-monitor fluency. The Small Group Reading Appendix includes instructions for fluency routines including how to set up repeated readings for students to time themselves before and after rereading the same text (p. A27). A teacher tool for determining reading rate, including error information, is also included (p. A30).	See Small Group Reading Teacher's Guide Appendix, pp. A25-A30.
Fluency	#24 Are there directions for how to pair students for partner reading?	Explicit directions on how to pair students for partner reading are provided in the Comprehensive Teacher's Guide Professional Handbook. Suggestions for fluency routines including partner reading are included in the Small Group Reading Teacher's Guide Appendix.	See Comprehensive Teacher's Guide, pp. T66-T67 and T72-T73.

See Small Group Reading Teacher's Guide Appendix, p. A27. |
| Fluency | #25 Are students taught a specific error correction to use when reading with a partner? | *Literacy by Design* includes daily partner work and teaches several error correction techniques. Partner work in *Literacy by Design* is intended to elevate the productivity of instructional time (see Linda Hoyt's article in the Comprehensive Teacher's Guide Professional Handbook, pp. T100-T101), so students daily apply one of the target strategies—including Use Fix-Up Strategies—with their partners. Partner work is intended to be non-threatening and a time to share, so the focus is on thinking and reading together. Partner routines are also included in the Small Group | See Comprehensive Teacher's Guide pp. T66-T67, T72-T73, and T100-T101

See Comprehension Bridge 7, Use Fix-Up Strategies

See Small Group Reading Teacher Guide, pp. A27 |

		Reading Teacher's Guide Appendix.	
Vocabulary	#23 Is dictionary use explicitly taught using grade-appropriate dictionaries?	Sourcebook glossaries in Literacy by Design provide a customized, grade-appropriate reference for students. The glossaries provide labeled sample entries detailing the parts of a dictionary. Theme centers provide additional opportunities for students to utilize dictionaries.	See Grade 5 Sourcebook Volume 1 pp. 282-284 See Grade 5 Sourcebook Volume 2 pp. 568-572 See weekly Vocabulary Theme Centers online under Comprehensive Teachers Guide (students use dictionaries to interact with their vocabulary words)